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ABSTRACT

The Education Department of Alberta, Canada has developed guidelines for practice in cooperation with guidance and counseling specialists throughout the province. The guidelines are designed to help schools implement a comprehensive school guidance and counseling program, thus improving the quality of education. The comprehensive school guidance and counseling program addresses the developmental needs of students in three domains: career planning and development, personal/social issues, and educational planning. To define a level of adequacy for comprehensive school guidance and counseling programs, Alberta developed 16 guidelines which are organized into four categories: philosophy and goals; program development, implementation, coordination, and evaluation; delivery of services; and professional development and staff effectiveness. Each of the 16 guidelines appearing in this document includes criteria for determining to what extent the guideline has been met. Space is available for educators to record whether or not the guideline has been implemented. Five appendices provide a description of key terms, education programs and services, excerpts from a survey on student development, and standards of competence. (RJM)

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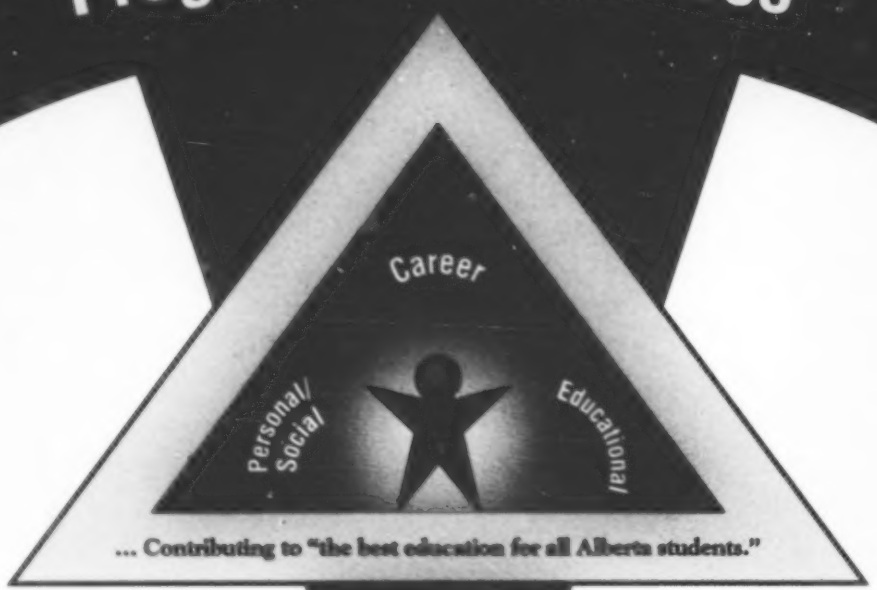
A Program Development and Validation Checklist

Comprehensive School Guidance & Counselling Programs and Services



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Guidelines for Practice

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This document is intended for:

Counsellors	✓
Teachers	✓
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School Boards	✓
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Guidelines for Practice

A Program Development and Validation Checklist

1997

Message from the
Minister of Education

School counsellors are key members of the school team. The guidance and counselling programs and services provided in schools contribute significantly to the quality of students' educational experience. They address the education and career planning, as well as the personal and social issues that students face as they prepare to become caring and contributing members of society.

This comprehensive publication is a collaborative effort with individuals respected for their knowledge in this field. I hope that school principals, counsellors and superintendents will use this document as the basis for developing and validating quality school guidance and counselling programs.

Sincerely,

Gary G. Mar, Q.C.
Minister of Education

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Advisory Committee

- Jim Orieux, Director of Student Services, Parkland School Division No. 70
- Walter Goos, Director of Student Services, Black Gold Regional Division No. 18
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- Carole Solberg, President; Patricia Allin, Past President; Alberta Teachers' Association Guidance Council
- Barbara Paulson, Counsellor/Educator, University of Alberta

Field Test Validation Participants

- See Appendix A, page 33 for a listing of superintendents, directors of student services, principals and counsellors who provided valuable comments on the draft document.

Alberta Education and Alberta Associations

- Curriculum Standards Branch, Alberta Education
- Planning Branch, Alberta Education
- Special Education Advisory Committee
- ATA Guidance Council
- Alberta Home and School Councils' Association

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Preamble

Background

Alberta Education has developed guidelines for practice in cooperation with guidance and counselling specialists throughout the province. Guidelines are defined as statements providing direction for the establishment of quality guidance and counselling programs based on local needs. These guidelines for practice are designed to improve the quality of education, through access to excellent, comprehensive school guidance and counselling programs, so that young people can lead fulfilling and productive lives. Guidelines help schools improve and enhance programs and indicate Alberta Education's expectations for comprehensive guidance and counselling programs. They provide a basis of information for monitoring and/or inspecting programs at both district and professional levels.

The comprehensive school guidance and counselling program addresses the developmental needs of all students in three domains: career planning and development, personal/social issues and educational planning. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

Details are provided in Appendix B, page 37. The comprehensive approach is "developmental," and entails a paradigm shift from the traditional approach, as illustrated in the chart below.★ The emphasis is on structure, prevention and systematic accountability.

Traditional Approach		Comprehensive Approach
• For few students		• For all students
• Counsellor centred		• Joint responsibility of the school
• Crisis counselling		• Developmental/preventive counselling as well as crisis counselling
• Guidance information services	TO	• Guidance program within existing curriculum
• Career information services		• Career planning and development program
• Scheduling/programming		• Program management involving coordination, consultation and counselling
• Reactive		• Proactive
• Task-oriented		• Goal-oriented
• Ad hoc activities		• Planned, daily activities
• Unstructured		• Accountable
• Focus on maintaining status quo		• Focus on evaluation and change based upon student needs

★Adapted from the Oklahoma State Department of Education (1988).

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Over the past decade, significant changes have occurred in schools. These changes tend to mirror the issues and concerns that face society in general. Clearly, these changes have presented all educators, including school counsellors, with many challenging issues to address and opportunities to find imaginative solutions.

During this same time period, the delivery of school guidance and counselling services has begun to move from a therapeutic, position-focused model that delivers services to specific populations, to a comprehensive model that delivers programs and services to all students in a school. This shift involves the reformation of guidance and counselling programs. Guidance and counselling are no longer ancillary, crisis-oriented services that mix school management tasks with student development tasks. Instead, they are part of a comprehensive developmental program that focuses on the educational, personal, social, and career growth and development of students. Many Alberta schools have already begun to re-engineer their guidance and counselling programs. They are using imagination and ingenuity to address the needs of students, today and in the future.

There are a number of different models of delivering guidance and counselling programs and services to students. The manual *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995) discusses the various roles of students, parents, teachers, school counsellors, principals and administrative teams and school councils in determining, developing and implementing the guidance and counselling program. The delivery of a comprehensive school guidance and counselling program involves these components: professional school counselling service, the teacher as student advocate and school-interagency collaboration. Various staff; e.g., teachers of health, Career and Life Management (CALM), Career and Technology Studies (CTS), and work experience, can be deployed to deliver a comprehensive program.

The comprehensive school guidance and counselling program helps students answer these questions: "Who am I? Who can I become as a person? How can I best contribute to society?" The program has a major role in helping all students develop adequate and realistic concepts of themselves, awareness of educational and career opportunities, and understanding of themselves and the opportunities in order to make informed decisions.

The guidelines presented in this document are based on Alberta Education's manual *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995) and policy statement (see Appendix C, page 41, for the policy which defines requirements). These guidelines are consistent with the Alberta Teachers' Association (ATA) *Code of Conduct* (1995) and the ATA Guidance Councils' *Guidelines for Ethical Behaviour* (1985). The guidelines also include the current emphasis of Alberta Education on career development. This area is reflected in the government policy paper *Framework for Enhancing Business Involvement in Education* (May 1996) and will be an important component of Alberta Education's *Meeting the Challenge IV: Detailed Three-Year Plan for Education in Alberta* (1997/1998–1999/2000), specifically Goal 1: "Education is focused on what students need to learn and students achieve high standards" and Goal 2: "Parents and the community have the opportunity to be involved in the governance and delivery of a restructured education system." Departmental strategies to achieve these goals include working collaboratively with Advanced Education and Career Development to provide information to learners/students, parents and others on career development, the labour market, learning opportunities and the workplace. The implementation of these guidelines will build a strong bridge for guidance counselling to the 21st century.

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A survey was conducted in January 1996 to determine the current status and future potential of school guidance and counselling programs. From a sample of Alberta schools, over 60 per cent reported the services of a counsellor, particularly at the secondary level. Other ways of enhancing the program were also reported, such as the use of a teacher advisory system and family school liaison workers. Table 3 and Table 4, found in Appendix D, page 43, present some information obtained in this survey.

Purpose of Guidelines

The purpose of this document is to provide guidelines for the implementation of comprehensive school guidance and counselling programs and services. Specifically, the guidelines will help students receive better services and programs in guidance and counselling, including career education. The guidelines will be useful to:

- the school principal, counsellor and other members of the school guidance and counselling team
- central office (services) personnel to monitor the development of guidance and counselling programs, and to evaluate the comprehensive school guidance and counselling programs in their jurisdiction schools
- Alberta Education as a basis of information to monitor/inspect schools in Alberta.

Alberta Education Guidelines for Practice

To define a level of adequacy for comprehensive school guidance and counselling programs, Alberta Education has developed 16 guidelines, which address all components of the program. The 16 guidelines are organized into four categories.

I. Philosophy and Goals	⇒ **Guidelines 1.0 – 2.0** address the basis for school guidance and counselling programs in Alberta and the extent to which goals and objectives are developed.
II. Program Development, Implementation, Coordination and Evaluation	⇒ **Guidelines 3.0 – 9.0** address the scope and operation of the overall comprehensive school guidance and counselling program.
III. Delivery of Services	⇒ **Guidelines 10.0 – 13.0** address counselling, consulting, assessment, referrals and information/placement.
IV. Professional Development and Staff Effectiveness	⇒ **Guidelines 14.0 – 16.0** address the professional development and qualifications/competencies of the school counsellor and other team members.

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Directions for Using the Checklist

Each of the 16 guidelines in this document includes criteria for determining to what extent the guideline has been met. The guidelines are presented in bold type.

1. The series of criteria statements following each guideline will help you determine an appropriate rating for your program. You may respond "yes" or "no" to each criteria statement, or leave it blank. Examples of documentation (evidence) in the right-hand column provide evidence that the guideline has been met. You may want to add some of your own documentation (evidence).

2. Based on the ratings for the criteria statements, the rating scale for each guideline is:

I	= Implemented	When responses to all criteria statements are "**Yes**."
W	= Working Toward	When some responses to criteria statements are "**Yes**," and some are "**No**."
O	= Not Started	When responses to all criteria statements are "**No**."

3. Plot your results on the Summary — Profile of Guidelines (page 24). Compile Overall Comments/Notes (page 25), and complete the Planning for the Future section (page 26).

Sample

The sample below was completed by a superintendent from a school jurisdiction serving 6 751 students and 23 schools. It is presented only to illustrate the use of the rating scale.

I. Philosophy and Goals

RATING SCALE	GUIDELINE
I	**1.0 The school guidance and counselling program has a written statement of philosophy. This statement is consistent with the educational philosophy of the school, the school board and Alberta Education.**

Yes	No	Criteria Statements	Evidence Check ✓
		The program philosophy:	The written statement of philosophy is reflected in:
✓		1.1 stresses that guidance and counselling is for **all** students	✓ local school jurisdiction policy or handbook
✓		1.2 stresses that guidance is an integral part of the total education program, involving the entire staff	✓ school manual
✓		1.3 emphasizes that the scope of the guidance and counselling program involves four components: • developmental guidance instruction • school/community support • responsive services • individual student planning	✓ local school student handbook/agenda The statement is consistent with: ✓ the manual, *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995)
✓		1.4 defines guidance as a systematic program focusing on the developmental needs of students	✓ provincial policy on guidance and counselling
✓		1.5 incorporates the belief that each individual is unique	○
✓		1.6 indicates that students have certain responsibilities and rights (*School Act*, sections 3 (1); 4; 5 (1) (2); 7; 8 (1) (2) (3))	
✓		1.7 incorporates the advice of the school council	

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

SAMPLE

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RATING SCALE	GUIDELINE
W	**6.0 The school principal provides time, resources and support to ensure that the objectives of the comprehensive school guidance and counselling program are achieved.**

Yes	No	Criteria Statements	Evidence Check ✓
		The school principal:	The commitment of time, resources and support are reflected in:
✓		6.1 has the overall responsibility for the comprehensive school-based program	✓ budget information
	✓	6.2 assists in communicating about the program to the school council and community members	✓ counsellor's schedule/calendar
✓		6.3 provides funds for guidance and counselling materials	✓ purchase orders
✓		6.4 provides facilities for program implementation, e.g., office and classrooms	✓ verbal reports
✓		6.5 allocates secretarial and support staff to assist the counsellor(s) with specific non-guidance tasks	✓ list of support staff
✓		6.6 encourages staff to use the counsellor(s) as a resource person	✓ school newsletters
			✓ school handbook
			✓ list of available resources
			✓ registration booklets

RATING SCALE	GUIDELINE
O	**8.0 There is an ongoing communication component that keeps students, parents, staff and community members informed about the program and supportive of it.**

Yes	No	Criteria Statements	Evidence Check ✓
		Guidance and counselling staff conduct communication/marketing activities:	Communication is reflected in:
	✓	8.1 within the school	○ newspaper articles
	✓	8.2 in the community	○ list of school council/community activities
			○ school newsletter
			○ counsellor's schedule or calendar
			○ minutes from school council meetings
			○

Key for Rating Scale: I = Implemented, W = Working Toward, O = Not Started

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SAMPLE

I. Philosophy and Goals

RATING SCALE	GUIDELINE
	1.0 The school guidance and counselling program has a written statement of philosophy. This statement is consistent with the educational philosophy of the school, the school board and Alberta Education.

Yes	No	Criteria Statements	Evidence Check ✓
		The program philosophy:	The written statement of philosophy is reflected in:
___	___	1.1 stresses that guidance and counselling is for **all** students	○ local school jurisdiction policy or handbook
___	___	1.2 stresses that guidance is an integral part of the total education program, involving the entire staff	○ school manual
___	___	1.3 emphasizes that the scope of the guidance and counselling program involves four components: • developmental guidance instruction • school/community support • responsive services • individual student planning	○ local school student handbook/agenda The statement is consistent with: ○ the manual, *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995)
___	___	1.4 defines guidance as a systematic program focusing on the developmental needs of students	
___	___	1.5 incorporates the belief that each individual is unique	○ provincial policy on guidance and counselling
___	___	1.6 indicates that students have certain responsibilities and rights {*School Act*, sections 3 (1); 4; 5 (1) (2); 7; 8 (1) (2) (3)}	○
___	___	1.7 incorporates the advice of the school council.	

RATING SCALE

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	2.0 Comprehensive school guidance and counselling program goals and objectives are based on identified student needs in three domains: personal/social growth, educational planning and career education, and these are stated in a written Counselling Program Plan (CPP).

Yes	No	Criteria Statements	Evidence Check ✓
		The CPP addresses the following domains:	The program goals and objectives are reflected in:
___	___	2.1 personal/social growth	○ local school jurisdiction policy or handbook
___	___	2.2 educational planning	○ school manual
___	___	2.3 career education (awareness, exploration and decision making).	○ Counselling Program Plan (CPP)
			○ minutes of staff meetings and school council meetings that relate to the school guidance and counselling program
			○

Comments/Notes: _____

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RATING SCALE

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II . Program Development, Implementation, Coordination and Evaluation

RATING SCALE	GUIDELINE
	3.0 There is a school team involved with the Development, Implementation, Coordination and Evaluation of the comprehensive school guidance and counselling program.

Criteria Statements

Indicate with a Yes or No the appropriate function or involvement of each team member in the box below.

D	I	C	E		
___	___	___	___	3.1	counsellor(s)
___	___	___	___	3.2	school administrators
___	___	___	___	3.3	central office administrators
___	___	___	___	3.4	teachers
___	___	___	___	3.5	paraprofessionals; e.g., teacher assistants, family school liaison workers
___	___	___	___	3.6	clerical support staff
___	___	___	___	3.7	students
___	___	___	___	3.8	parents
___	___	___	___	3.9	others: _____

Comments/Notes: _____

Evidence Check ✓

School team involvement is reflected in:

- ○ needs assessment data (formal and/or informal)
- ○ minutes from staff meetings, team meetings or school council
- ○ verbal reports
- ○ anecdotal information
- ○ audit sheet
- ○ roles and responsibilities of team members (job descriptions)
- ○

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RATING SCALE	GUIDELINE
	4.0 The comprehensive school guidance program has been organized to meet the needs of students.

Yes	No	Criteria Statements	Evidence Check ✓
		The program:	The needs of students are reflected in:
___	___	4.1 utilizes student needs assessments to determine program focus and content	○ counsellor's schedule and/or calendar
___	___	4.2 fosters the sequential development and application of skills in the areas of personal/social, educational planning and career education	○ students-to-counsellor ratio ○ student counselling log (record book)
___	___	4.3 meets individual student needs through a variety of programs and services	○ developmental proactive guidance programs; e.g., peer support, conflict management, Lions Quest, etc.
___	___	4.4 allows sufficient and appropriate individual counselling time for **all** students (including those who are gifted and talented, those with mild/moderate disabilities and those with severe disabilities).	○ results of needs assessment ○ results of satisfaction surveys (parents, staff, students) ○ verbal reports/anecdotal information ○ results of counsellor time survey ○ staff timetables that show involvement with teaching/ consultation of the health curricula ○ orientation activities ○

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RATING SCALE

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RATING SCALE	GUIDELINE
	5.0 Where a school is using the model with a guidance counsellor, the ratio of students-to-counsellor is reasonable in order for the professional school counsellor to provide a central role in the development, implementation, coordination and evaluation of the comprehensive school guidance and counselling program.

Yes	No	Criteria Statements	Evidence Check ✓
		The ratio of students-to-counsellor is reasonable to ensure that:	Reasonableness of the ratio of students-to-counsellor is reflected in:
___	___	5.1 access to guidance and counselling programs and services is meeting the developmental needs of all students	○ results of satisfaction surveys regarding guidance and counselling services (students, staff, parents, community agencies)
___	___	5.2 access to guidance and counselling programs and services is meeting the unique needs of some students	○ results of student interviews/focus groups
___	___	5.3 school staff and parents have access to information in order to facilitate the growth and development of all students	○ incidence of students with high and/or special needs
___	___	5.4 the incidence of students with high and/or special needs served is considered.	○ verbal/anecdotal reports
			○

RATING SCALE

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RATING SCALE	GUIDELINE
	6.0 The school principal provides time, resources and support to ensure that the objectives of the comprehensive school guidance and counselling program are achieved.

Yes	No	Criteria Statements	Evidence Check ✓
		The school principal:	The commitment of time, resources and support is reflected in:
___	___	6.1 has the overall responsibility for the comprehensive school-based program	○ budget information
___	___	6.2 assists in communicating about the program to the school council and community members	○ counsellor's schedule/ calendar
___	___	6.3 provides funds for guidance and counselling materials	○ purchase orders
___	___	6.4 provides facilities for program implementation; e.g., office and classrooms	○ verbal reports
___	___	6.5 allocates secretarial and support staff to assist the counsellor(s) with specific non-guidance tasks	○ list of support staff
___	___	6.6 encourages staff to use the counsellor(s) as a resource person.	○ school newsletters
			○ school handbook
			○ list of available resources
			○ registration booklets
			○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	7.0 The program incorporates career awareness, exploration and investigation activities.

Yes	No	Criteria Statements	Evidence Check ✓
		The career program:	Career awareness is reflected in:
___	___	7.1 provides adequate and current information to students, parents, teachers and administrators	○ verbal reports
___	___	7.2 provides information and time to assist in the career education of students at all grade levels	○ anecdotal information
___	___	7.3 facilitates students' planning for career development and/or post-secondary education/job entry.	○ career skills portfolios
			○ career library
			○ student/parent scholarship booklet
			○ liaison with post-secondary institutions
			○ results of surveys regarding career activities (students, parents, staff, community agencies)
			○ technological support; e.g., career computer programs
			○ career events/activities/fairs
			○ job shadowing
			○

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Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	8.0 There is an ongoing communication component that keeps students, parents, staff and community members informed about the program and supportive of it.

Yes	No	Criteria Statements	Evidence Check ✓
		Guidance and counselling staff conduct communication/marketing activities:	Communication is reflected in:
___	___	8.1 within the school	○ newspaper articles
___	___	8.2 in the community.	○ list of school council/community activities
			○ school newsletter
			○ counsellor's schedule or calendar
			○ minutes from school council meetings
			○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	9.0 A formal procedure involving staff, parents and community members is used to evaluate the comprehensive school guidance and counselling program on a regular basis.

Yes	No	Criteria Statements	Evidence Check ✓
		The procedure involves:	The following are examined when evaluating the program:
___	___	9.1 internal monitoring and evaluation (local and provincial evaluation instruments and procedures)	○ Alberta Education's *Guidelines for Practice* document
___	___	9.2 external evaluation (provincial, and/or jurisdictional evaluation instruments).	○ local school jurisdiction evaluation forms
			○ results of evaluation instruments/satisfaction surveys
			○ guidance and counselling manual, *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995)
			○

Comments/Notes: _____

RATING SCALE

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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III . Delivery of Services

RATING SCALE	GUIDELINE
	10.0 The program provides for individual counselling services to be available to all students.

Yes	No	Criteria Statements	Evidence Check ✓
		The individual counselling services are available:	The provision of individual counselling services is reflected in:
___	___	10.1 in several ways, including personal requests and referrals from teachers, parents, administrators and community agencies	○ student counselling records
___	___	10.2 on a continuing basis, as required	○ counsellor's schedule or calendar
___	___	10.3 during the school day.	○ results of student surveys/interviews/focus groups
			○ verbal reports
			○ counsellor's log of student contacts
			○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	11.0 The program includes consultation and coordination services.

Yes	No	Criteria Statements	Evidence Check ✓
		The consultation and coordination services:	Program consultation and coordination are reflected in:
___	___	11.1 help teachers, administrators and parents to meet the needs of students	○ consultation and coordination records
___	___	11.2 emphasize interpretation of the program to students, school staff, parents and community members	○ results of school staff surveys and/or interviews
___	___	11.3 facilitate student referrals to appropriate resources within the school district and/or to outside agencies	○ verbal reports by teachers
___	___	11.4 help parents work with their children on personal/social, educational and career issues.	○ samples of handouts or materials used in consultation activities
			○ copies of IPPs
			○

RATING SCALE

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	12.0 The program incorporates student assessment and evaluation services.

Yes	No	Criteria Statements	Evidence Check ✓
		These student assessment and evaluation services:	Assessment and evaluation are reflected in:
___	___	12.1 adhere to Alberta Education's *Standards for Psycho-educational Assessment* (see Appendix E, page 45)	○ copy of guidance testing program
___	___	12.2 emphasize interpretation of assessment information	○ anecdotal information
___	___	12.3 emphasize a linkage between assessment information and program planning	○ verbal reports
___	___	12.4 produce information about students that facilitates educational planning and/or career exploration/decision making	○ local school jurisdiction policy or handbook
___	___	12.5 provide assessment information to parents, teachers and students (as appropriate) in a timely manner.	○ minutes from team meetings
			○ copies of IPPs
			○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE

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RATING SCALE	GUIDELINE
	13.0 The guidance and counselling staff member(s) and teachers make appropriate referrals.

Yes	No	Criteria Statements	Evidence Check ✓
		The referrals are:	Referrals are reflected in:
___	___	13.1 to professional support personnel on site	○ minutes of team meetings
___	___	13.2 within the school district	○ referral forms and reports
___	___	13.3 to community agencies.	○ anecdotal notes
			○

RATING SCALE

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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IV . Professional Development and Staff Effectiveness

RATING SCALE	GUIDELINE
	14.0 Procedures are established for the evaluation of the guidance and counselling staff.

Yes	No	Criteria Statements	Evidence Check ✓
		These procedures include:	Procedures for staff evaluation are reflected in:
___	___	14.1 self-evaluation at regular intervals	○ copies of individual counsellor evaluations
___	___	14.2 evaluation by persons who are knowledgeable about comprehensive school guidance and counselling programs (including parents and students) using approved evaluation instruments	○ copies of counsellor evaluation instruments ○ local school jurisdiction policy or handbook
___	___	14.3 evaluation by the school principal who is knowledgeable about the components of a comprehensive school guidance and counselling program as outlined in *From Position to Program: Building a Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995).	○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE

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RATING SCALE	GUIDELINE
	15.0 The guidance and counselling staff member participates in ongoing professional development experiences that meet his or her specific needs.

Yes	No	Criteria Statements	Evidence Check ✓
		These professional development experiences include:	Participation in professional development experiences is reflected in:
___	___	15.1 individual activities, such as workshop or conference attendance	○ copy of local school jurisdiction or school inservice schedule/ professional development program
___	___	15.2 professional reading and involvement with others (networking).	○ summary of counsellor's inservice program and/or agenda(s)
			○ counsellor's schedule or calendar
			○ anecdotal information
			○ verbal reports
			○ school-based staff development plan
			○ counsellor's personal three-year professional development plan
			○

Comments/Notes: _____

_____

_____

_____

_____

RATING SCALE

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

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RATING SCALE	GUIDELINE
	16.0 The school counsellor is a certified professional educator who demonstrates specific knowledge, skills and professional attitudes.

Yes	No	Criteria Statements	Evidence Check ✓
		When counsellors are selected or appointed:	Professionalism is ensured by:
___	___	16.1 the staffing guidelines for competencies established by Alberta Education are followed (see Table 2, page 23)	○ verbal reports
___	___	16.2 the needs of the student population, strengths and weakness of the staff and the nature of the community are considered	○ anecdotal information
___	___	16.3 and if psycho-educational assessment is part of the job in the school, the standards of competence (levels of tests and qualifications) established by Alberta Education are followed (Appendix E, page 45)	○ consultation with central office staff regarding screening procedures
___	___	16.4 the counsellor has the professional competencies to provide planned professional development activities for school staff.	○ copies of counsellor competencies used by the jurisdictions
			○ information about the process of screening, interviewing and selecting (provided by central office staff)
			○ Alberta Education's *Standards for Psycho-educational Assessment* (1994)
			○

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE

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Table 1

Staffing for Program Implementation at the Jurisdiction Level — Recommended by Alberta Education

Under the direction of the board of trustees and the school superintendent, a central office individual should be designated to:

- provide leadership to ensure the school authority complies with government policy and guidelines for practice
- monitor and evaluate the quality of programs in each school.

PROGRAM MANAGEMENT

Competencies for Individual at the Jurisdiction Level

- Certificated teacher
- Specialized knowledge in the following areas:
  - ⇒ Comprehensive guidance and counselling programs
  - ⇒ Guidelines for practice for comprehensive guidance and counselling programs
  - ⇒ Assessment strategies and procedures
  - ⇒ Alberta Education's policies on funding, standards and program evaluation
  - ⇒ Professional development of staff
  - ⇒ Career education regarding resources and services
  - ⇒ Special education: diagnosis and program placement
  - ⇒ Monitoring and evaluation processes.

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Table 2

Staffing for Program Implementation at the School Level — Recommended by Alberta Education

Comprehensive guidance and counselling consists of four main components: developmental guidance instruction, school/community support, responsive services and individual student planning. The principal is responsible for the implementation of a comprehensive program in the school in accordance with school board policy. The counsellor develops, coordinates and directs the program in consultation with the school team. **Various staff can be deployed to deliver a comprehensive approach. Competencies are outlined for each component.**

Scope of the Program

Competencies of the School Counsellor

Developmental Guidance Instruction	School/Community Support	Responsive Services	Individual Student Planning

It is expected that the school counsellor will provide programs and services in all four components of the comprehensive program.

- Certificated teacher
- Two years of successful teaching experience
- Ability to coordinate with community agencies
- Sensitivity to and familiarity with student needs

Note: The competencies of the school counsellor are generally found in an individual with either a one-year graduate diploma in school counselling from a recognized university or a recognized Master's degree with a major in school guidance and counselling or educational psychology, including school counselling theories/approaches, ethics, group facilitation, career development and basic assessment (individual and group). The Master's degree should include a supervised practicum experience.

Competencies of Other Potential Members of the Guidance and Counselling Team Under the Coordination and Direction of the School Counsellor

Developmental Guidance Instruction	School/Community Support	Responsive Services	Individual Student Planning
• Certificated teacher • Successful teaching experience • Student advocate • Sensitivity to and familiarity with student needs • Informal training (inservices) on guidance and counselling strategies	• Social work/child and youth services diploma/degree, with special knowledge in the following areas: a) crisis intervention strategies b) knowledge of community agencies c) referral procedures d) knowledge of community vocational/employment support • Ability to work collaboratively with students, parents, school and community agency personnel and/or • School psychological services a) assessment and consultation b) placement of students with high needs (see qualifications in Appendix E, Level C, page 45)	(As determined by the context)	• Certificated teacher • Successful teaching experience • Sensitivity to and familiarity with student needs • Knowledge of career trends and student programs

Resources Available to the School Counsellor to Deliver the Program

Developmental Guidance Instruction	School/Community Support	Responsive Services	Individual Student Planning
• Other teachers; e.g., health, CALM, CTS, work experience • Guest speakers; e.g., health professionals	• Interagency collaborators (family liaison workers, child development assistants) • Social services • Police officers • Employers regarding career education	• School psychologists • Interagency collaborators (family liaison workers, child development assistants) • Police officers • Other health professionals; e.g., mental health workers	• Teacher advisors • School psychologists

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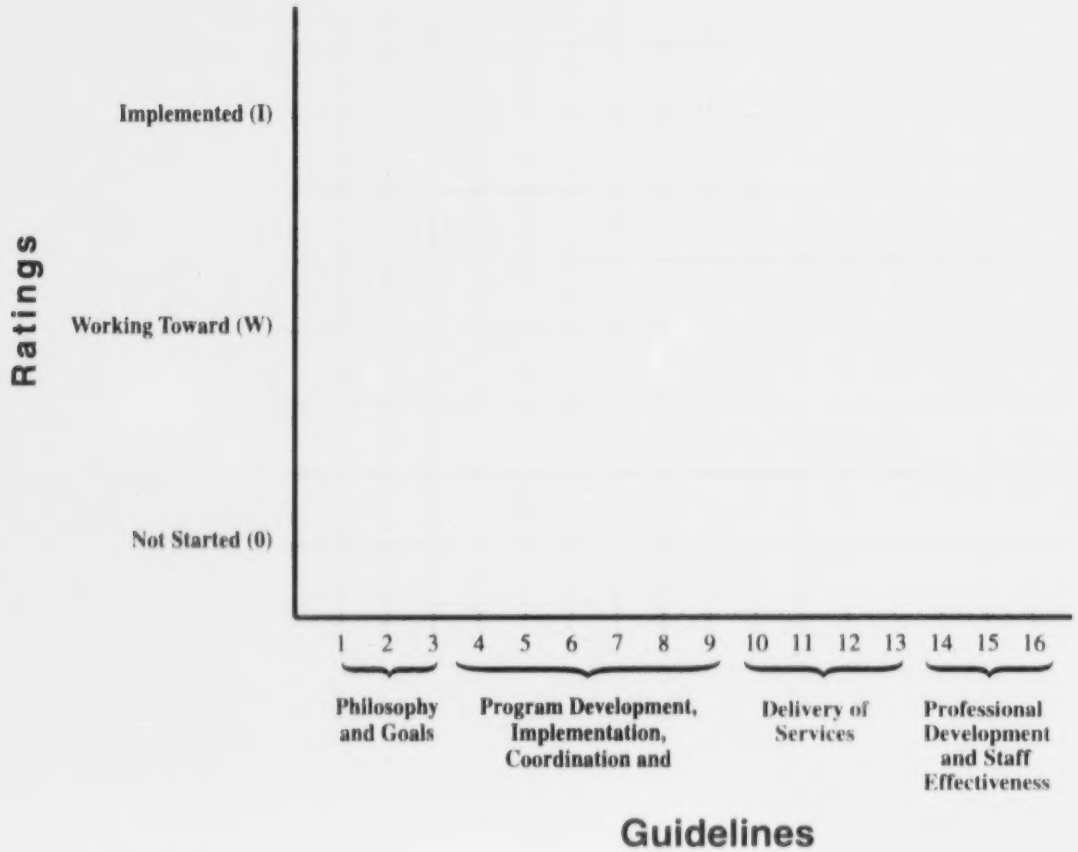
Summary — Profile of Guidelines


Ratings
Implemented (I)
Working Toward (W)
Not Started (0)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Philosophy and Goals
Program Development, Implementation, Coordination and
Delivery of Services
Professional Development and Staff Effectiveness
Guidelines

School: _____

Date: _____

Evaluation Team: _____

_____

_____

_____

_____

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Overall Comments/Notes: (Major strengths and shortcomings.)

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Planning for the Future

Instructions:
Check whether or not you have implemented each category.
If you are working toward a category, indicate your action plan.

Category I. Philosophy and Goals (see page 6)

☐ This area has been implemented.

☐ We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

Category II. Program Development, Implementation, Coordination and Evaluation (see page 8)

☐ This area has been implemented.

☐ We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

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Category III. Delivery of Services (see page 15)

☐ This area has been implemented.

☐ We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

Category IV. Professional Development and Staff Effectiveness
(see page 19)

☐ This area has been implemented.

☐ We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

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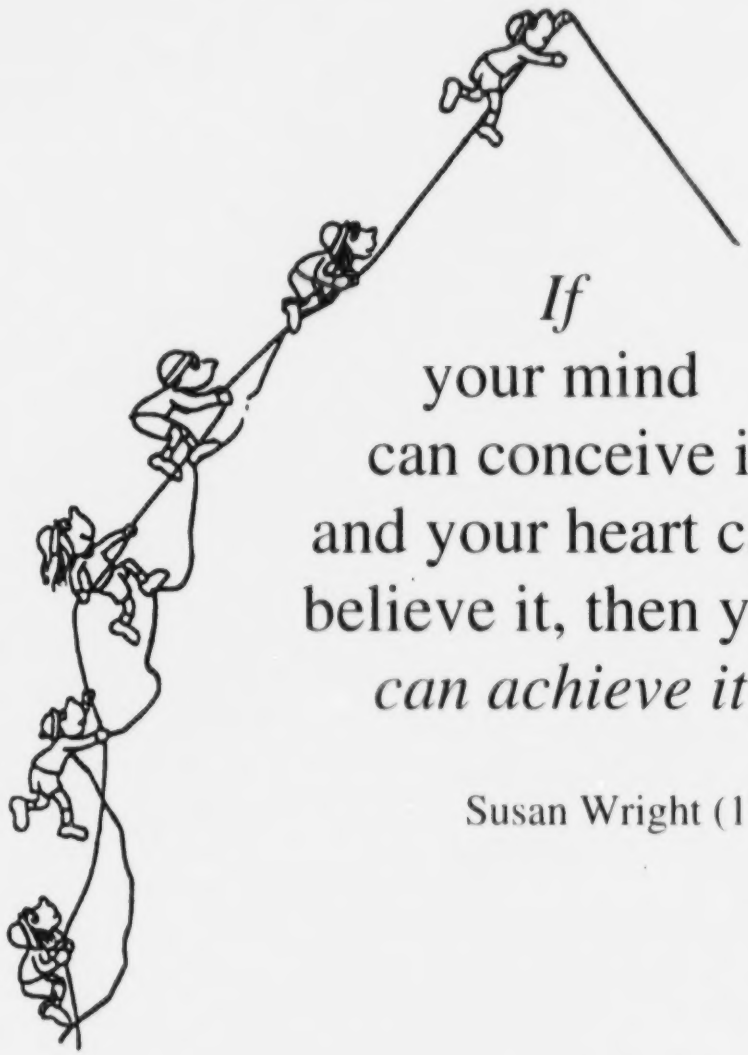

If
your mind
can conceive it
and your heart can
believe it, then you
can achieve it

Susan Wright (1995)

Wright, S. (1995). Counting her blessings — Golfer overcomes cancer, car crash to play game she loves. *The Edmonton Journal*. July 6, D. 6.

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Appendix A

Acknowledgements

Field Validation

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Leduc Junior High School, Black Gold Regional Division No. 18
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Wye Elementary School, Elk Island Public Schools Regional Division No. 14
Joan Nelson, Principal,
Grandview School, Red Deer School District No. 104
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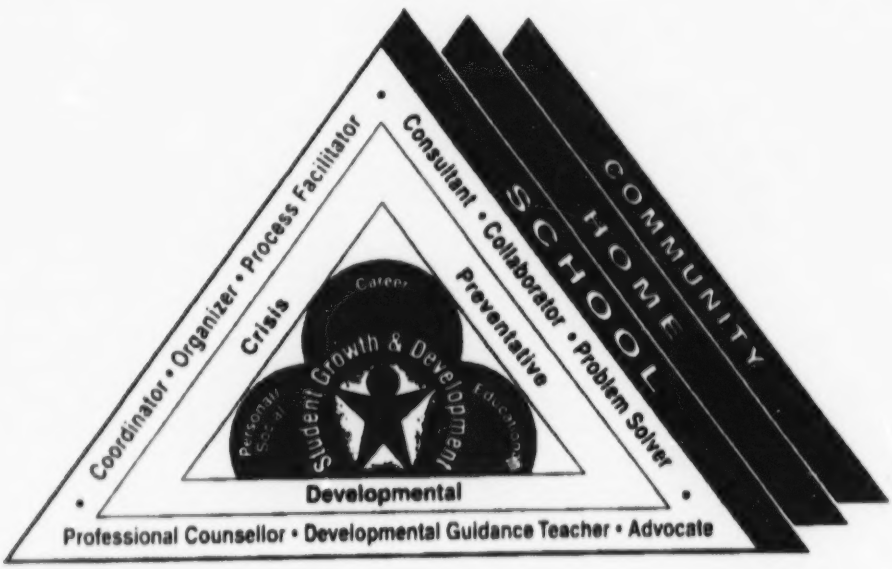
Appendix B

Description of Key Terms

General Model

As illustrated in Figure 1, the comprehensive school guidance and counselling program in Alberta schools is centered around facilitating each student's growth and development (educational, personal/social and career). Delivery of the comprehensive program is a collaborative, multi-disciplinary task that involves all members of the school staff, not solely the school counsellor. Just as parents/guardians are their children's first teachers, classroom teachers are their students' first counsellors. A truly comprehensive school guidance and counselling program is based on a close, collaborative partnership among the school, home and community.

Figure 1



General Model for a Comprehensive School Guidance and Counselling Program, *From Position to Program: Building Comprehensive School Guidance & Counselling Program — Planning and Resource Guide* (1995). Alberta Education.

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Components

The activities and services of a comprehensive school guidance and counselling program must provide for four main components:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

Who is responsible for which of the duties associated with these components will depend on the age of the students (elementary, junior high or senior high) and on other factors, such as the specific needs of the students.

DEVELOPMENTAL GUIDANCE INSTRUCTION is a preventative proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas — educational, personal/social, career, moral–ethical and esthetic. This preventative intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

Suggested Time Allocation — Developmental Guidance Instruction		
Elementary 30–35%	Junior High 15–20%	Senior High 5–10%

INDIVIDUAL STUDENT PLANNING involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

Suggested Time Allocation — Individual Student Planning		
Elementary 5–10%	Junior High 15–20%	Senior High 30–35%

RESPONSIVE SERVICES are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)

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- crisis counselling (for students and their families in emergency situations — usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

Suggested Time Allocation — Responsive Services		
Elementary 40–45%	Junior High 40–45%	Senior High 40–45%

SCHOOL/COMMUNITY SUPPORT involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (for example, participating in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school–community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory councils work (serving on curriculum committees or community committees/advisory boards)
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
- program management and operations
- research and development (may include analyzing program evaluation data, doing follow-up studies and updating resources)
- liaison with employers.

Suggested Time Allocation — School Community Support		
Elementary 15–20%	Junior High 15–20%	Senior High 10–15%

NON-GUIDANCE DUTIES are tasks that should be performed by clerical/para-professional staff. Such tasks include:

- scheduling conferences with students/parents
- entering class changes on the computer
- scheduling counsellors' daily appointments
- labelling student record folders
- managing scholarship applications and information.

Suggested Time Allocation — Non-Guidance Duties		
Elementary 0%	Junior High 0%	Senior High 0%

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Summary Chart

Components	Suggested Time Allocations for Counsellors* (%)		
	Elementary	**Junior High**	**Senior High**
Developmental Guidance Instruction	30 – 35%	15 – 20%	5 – 10%
Individual Student Planning	5 – 10%	15 – 20%	30 – 35%
Responsive Services	40 – 45%	40 – 45%	40 – 45%
School/Community Support	15 – 20%	15 – 20%	10 – 15%

*to deliver a balanced program.

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Appendix C *

Education Programs and Services
Guidance and Counselling

BACKGROUND

In 1981, *The Report of the Task Force on School Guidance and Counselling in Alberta* was released. It recommended that Alberta Education assume a role to ensure that adequate guidance and counselling services exist in all schools. In 1984, *Guidance and Counselling Services in Alberta Schools* was developed by *Special Educational Services*, and a secondary education review resulted in the document *Secondary Education in Alberta*. Both documents supported the provision of guidance and counselling services to all Alberta students. Alberta Education recognizes that each school jurisdiction is unique in its needs and its ability to respond to those needs. However, guidance and counselling services are viewed as an integral component of the school program, and are reflected in a revised manual, *From Position to Program: Building a Comprehensive School Guidance and Counselling Program*.

POLICY

School boards should make guidance and counselling services available to all students as an integral part of school programs and services.

STATUTE

School Act

Courses, programs, etc.

25 (1) The Minister may do the following:

(a) prescribe courses of study or education programs, including the amount of instruction time; ...

(f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Powers of boards

44 (1) A board must

(a) establish policies respecting the provision of educational services and programs; ...

(2) A board may

(a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;

(a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools; ...

Other sections:

s.2 Limitations

s.27 Resident student

s.28 Responsibility to students

Policy, Regulations and Forms Manual, Revised April 1997. Alberta Education

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ADDITIONAL DEFINITIONS

In this policy,

1 "guidance and counselling" includes a variety of group oriented activities designed to enhance students' attitudes and values and refers to an individualized, small-group or class process that assists students with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be developmental, preventive or crisis-oriented.

PROCEDURES

1 School boards should provide guidance and counselling services for all students from Early Childhood Services (ECS) through grade 12.

2 School boards shall develop written policies and procedures for the provision of guidance and counselling services which are consistent with provincial policy and procedures. Policies should include roles and responsibilities of counsellors.

3 School boards should employ professionally trained counsellors who have had successful teaching experience. For schools which do not have a counsellor, the school board should ensure that guidance and counselling services are available to the students.

4 Guidance and counselling services provided by school boards should meet identified needs of students in three key areas:

(1) educational,

(2) personal/social, and

(3) career development.

5 School counsellors should coordinate community services with the school program.

6 School counsellors or individuals providing guidance and counselling services in schools shall respect the confidentiality of information received in accordance with professional ethics and the law.

7 School boards shall monitor and evaluate on a regular basis the performance of counsellors and the services relative to their role and program description, in accordance with their jurisdictions' accountability policies.

REFERENCES

Please refer to the following for additional information:

Career Development Services for Alberta Students

Creating a Positive Place Called School

From Position to Program: Building a Comprehensive School Guidance and Counselling Program: Planning and Resource Guide

Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools

Resources for Special Education and Guidance & Counselling: An Annotated List

Services for Students and Children (Policy 1.8.1)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

* **Note:** Under review.

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Appendix D

Excerpts from the survey *Facilitating Student Growth and Development: Status and Future of School Guidance and Counselling* (1996)

Table 3

Availability of Counsellors in Alberta Schools

Schools by Grade Level	Percentage Reporting FTE Counsellor
ECS–6	**46.2**
ECS–9	69.2
ECS–12	65.5
Grades 7–9	**90.3**
Grades 7–12	82.4
Grades 10–12	**93.1**
Other grade-level groupings	69.9
All Schools	62.2

Table 4

Other Enhancements Presently Used to Deliver Aspects of a Comprehensive School Guidance and Counselling Program in Alberta

Alternate Models/Approaches	Number of Schools
Teacher Advisory System	35
Teacher as Counsellor	93
Multi-disciplinary Team	38
Family School Liaison Worker	31
Other:	62

- District Services
- Counsellor-Assistant
- Social Worker
- Resource Facilitator
- School Resource Team
- School Psychologist
- Mental Health Worker
- Health Unit
- Alberta Mental Health Staff
- Native Liaison Worker
- Consultative Team
- Referrals to Outside Agencies
- Administrator as Counsellor
- Preventative Care Coordinator
- Instructional Resource Person
- Child Development Assistant
- Student Liaison Advisor

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Appendix E

Standards of Competence: Levels of Tests and Qualifications*

LEVELS	MINIMUM QUALIFICATIONS	SELECTED EXAMPLES
Level A Tests (No formal training in testing required.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Familiarity with topic ⇒ Able to follow administration procedures set out in manual ⇒ Informal training (e.g., inservice) in the use of a particular instrument	• Alberta Achievement Tests • Gates–McGinitie Reading Tests • Metropolitan Readiness Tests • Alberta Diagnostic Reading/Math Tests • Teacher Alert System • Stanford Diagnostic Math/Reading Tests • Canadian Tests of Basic Skills • Informal reading/math/spelling inventories
Level B Tests (Require formal training in testing.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Senior undergraduate or graduate coursework in test principles (reliability, validity, test construction, norm groups, type of scores), administration and interpretation ⇒ Training in specific area related to test ⇒ Experience administering and interpreting test	• Peabody Picture Vocabulary Test — Revised • Woodcock Reading Mastery Tests • Test of Language Development — II • Detroit Test of Learning Aptitude • Wechsler Individual Achievement Test • Key Math Diagnostic Arithmetic Test • Woodcock–Johnson Psycho-educational Battery (revised) — Achievement (Part II)
Level C Tests (Restricted tests requiring professional qualifications.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Recognized Master's degree with a major in special education or educational psychology, including • graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), and • graduate coursework in administering and interpreting individual tests ⇒ Fulfill any additional requirements as stipulated by the test publisher as being necessary or desirable for administration of each particular test instrument *It is expected that individuals administering and interpreting Level C tests will be eligible for registration as a Chartered Psychologist with the Psychologists Association of Alberta.*	• Intelligence Scales (WISC–III, WAIS–R, WPPSI–R, Stanford Binet IV, K–ABC) • Personality Tests (High School Personality Questionnaire, Personality Inventory for Children, projective instruments) • Self-esteem inventories • Bender Visual Motor Gestalt Test • Depression inventories • ADD inventories • Torrance Tests of Creative Thinking • Woodcock–Johnson Psycho-educational Battery (revised) — Cognitive Ability (Part I)

See the appendix in *Standards for Psycho-educational Assessment* for eligibility requirements for types of certificates provided through the Psychologists Association of Alberta.

* Taken from *Standards for Psycho-educational Assessment* (1994).

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